DOCUMENT RESUME

ED 058 881 JC 720 055

AUTHOR	Wing, Dennis R. W.
TITLE	The Professional President: A Decade of Community Junior College Chief Executives.
INSTITUTION	California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
REPORT NO	Topical-Pap-28
PUB DATE	Jan 72
NOTE	23p.
AVAILABLE FROM	ERIC Clearinghouse for Junior Colleges, 96 Powell Library, University of California, Los Angeles 90024 (Limited supply available free of charge)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Administrator Attitudes; *Administrator Background; *Administrator Characteristics; Administrator Qualifications; Administrator Selection; *Chief Administrators; *Junior Colleges; *Presidents

ABSTRACT

This report draws a profile of community college presidents holding office in 1970 and compares their characteristics with the results of similar studies conducted in 1960 and 1964. The report is based on information from the National Career Study of Community College Presidents conducted in 1970-71 by the Mountain-Plains Community College Leadership Program of the University of Colorado. Of 737 questionnaires sent to college presidents, 498 or 68% were returned. The results show that 1970 presidents, contrasted with presidents in 1960 and 1964 studies, will not stay as long in that position, are more likely to have come from a previous community college job, are more likely to have a doctoral degree and to have earned it in education. The 1970 survey revealed that presidents viewed their previous experience in educational administration as the most important factor in their being hired and listed "educational challenge" as the foremost reason for accepting the job. Fifty percent did not aspire to another position, but of the 50% who did, half preferred another junior college presidency and half a university or 4-year college professorship. The study includes a discussion of the biographical background and career characteristics of community college presidents. (LP)

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THE PROFESSIONAL PRESIDENT: A DECADE OF COMMUNITY JUNIOR COLLEGE CHIEF EXECUTIVES

Dennis R. W. Wing

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January 1972

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THE PROFESSIONAL PRESIDENT– A DECADE OF COMMUNITY JUNIOR COLLEGE CHIEF EXECUTIVES

INTRODUCTION

The unprecedented growth of the community college movement has been at the same time both the most outstanding and the most controversial development in American post-secondary education during the 1960s. However viewed—its increasing enrollment or the verbiage (both laudatory and critical) surrounding it—the community college has been taken from backstage and thrust to the footlights of American higher education.

In this surge, the position of the chief administrator has become preeminent and, in many respects, the single most influential force in the formal post-secondary education of the community.

As chief administrators, frequently appointed with an appreciable lead-time, the presidents of these colleges have had an opportunity to initiate new educational modes and concepts that few other educators, past or present, have been afforded. Furthermore, the selection of a new president for an established community college provides the college board with a unique opportunity to redirect the institution. It can therefore be argued that, to the extent they introduced and encouraged new ideas and procedures in any or all of their educational endeavors, the individuals appointed chief administrators succeeded or failed as community college presidents.

Because of the crucial nature of the president's position, it is both appropriate and necessary to establish a profile of the present community college president, a composite of who and what he is, and, more particularly, to discern any trends in the characteristics of community college presidents appointed during this past decade of rapid expansion.

This study attempts to draw such a current profile and to detect trends by asking the community college president who he is, where he came from, why he accepted the position, and what he aspires to.

The data that follow derive from the *National Career Study of Community College Presidents* conducted during the winter of 1970-71 by the Mountain-Plains Community College Leadership Program of the University of Colorado.

Data were collected (1) to replicate those of earlier studies by Hawk (1960) and Roberts (1964) so that gross comparisons for the decade could be made; (2) to discover the current president's perceptions of why he was selected, why he accepted, and what were his future aspirations; and (3) to detail what incumbent presidents considered the ideal sequence of positions before being appointed president.

Questionnaires were sent to 737 chief administrators of public community colleges and community college districts during the winter of 1970-71. Four hundred and ninety-eight (68%) responded.

BASIC CHARACTERISTICS OF PUBLIC COMMUNITY COLLEGE CHIEF ADMINISTRATORS—A COMPARISON OF 1960, 1964, and 1971FINDINGS

The data available from three studies, Hawk (1960), Roberts (1964), and Wing (1971) permit gross comparisons of six chief administrator characteristics to be made for the decade.

1 *Age*. When the position of chief administrator is discussed, some of the assumptions made seem to depend entirely on the age of the individual occupying it—if he is of a substantial age he must therefore be "traditionalist" or "authoritarian"; if he is relatively young, he must be at least somewhat "enlightened." It is interesting to note then that appointment age has apparently risen during the decade, but that whatever effects can be attributed to a greater age at appointment may be more than offset by a tendency toward a lower current age.

Comparisons of appointment age and current age figures indicate that no major change has occurred during the 1960s. Hawk concluded that ". . . current selections place emphasis upon men more mature in years . . . ." The three mean appointment age figures of 42.5 [4], 43.1 [10] and 44.6 [12] suggest that the emphasis identified by Hawk continues.

A comparison of mean current ages of 50.3 (1964) and 48.8 (1970) suggests a trend toward lower current ages, which may reflect the greater mobility of present-day community college presidents. They perhaps do not stay in the position as long as they did in former years.

2. *Number of Years Incumbent Has Held Position; Number of Years Predecessor Held Position.* The mean tenure in office for the 498 respondents to this question was 4.2 years, considerably less than the 7.2 years reported in 1964 and the 9.2 years in 1960. This notable reduction is accounted for mainly by the number of new colleges established during the 1960s. Of the 498 presidents in this sample, 73% had been appointed since 1964. Most of them in this sample have simply not had time to establish as many years of tenure as reported by Hawk or Roberts.

A major change was also found in the length of tenure of the predecessors. From a sample of 277 presidents reporting their predecessor's length of tenure, a mean of 6.4 years was obtained. Hawk reported a figure of 10.3 years and, in view of the small difference between this figure and the one of 9.2 years for incumbent presidents, he concluded that "it is safe to assume the average tenure of office is approximately ten years" [4:346].

Clearly, then, the chief executives do not stay in office as long as they used to.

3. *Previous Positions Held by Incumbent Presidents.* Increasingly throughout the 1960s, the community college itself has become the source of new community college presidents (Table 1). Hawk reported that a total of 49% (22.1% from another presidency and 26.9% from other junior college staff positions) of the presidents in his sample came from this source. Using the criteria of "five years prior" and "more than five years prior" to subdivide his sample, he reported that:

> More than five years ago, a principal source of leadership was from junior college staff members. This is no longer the case. In keeping with the trend for more experienced administrators, more presidents are selected from four-year institutions (4 professors and 27 administrators) and from public school administration (1 teacher and 34 principals and public school superintendents) [4:344].

Roberts found a total of 162 (48.6%) of his sample coming from the junior college positions, 32 (9.6%) from another presidency and 130 (39%) from other staff positions. The substantial increase in the percentage (from 26.9 to 39), in the Hawk and Roberts studies respectively, of incumbent presidents deriving from junior college staff other than the presidency, suggests that the trend identified by Hawk has been reversed.

This reversal is positively confirmed by the 1970-71 data. More than half (296 or 59.4%) of the responding presidents held a last previous position in a community college; 75

(15.1%) were from another presidency; 221 (44.3%) were from other junior college positions. Most of the latter group (22.5%) had been instructional deans.

The major sources of supply identified by Hawk—public school administration and four-year institutions—also appear to have undergone change during the 1960s. In the 1960 study, Hawk reported 24.6% from public school administration, Roberts reported a slight decline in this figure to 22.2%, and the 1970 data show a further major reduction of this to 13.8%. The four-year college source seems merely to have fluctuated. Hawk reported 15.2%, Roberts nearly halved this to 8.8%, and the 1970 data restored it almost to what it was at the beginning of the decade, 14%.

The data in Table 1 suggest two other comments. State boards or departments have emerged as a potential source of future presidents: 6.4% in the 1970 study, 4.5% in Roberts. This is congruent with the growth of state coordinating and governing boards during the 1960s, many of which employ a considerable professional staff. Secondly, and perhaps in keeping with the continued professionalization of education in general and its administration in particular, the number of presidents being appointed from "positions outside of education" has continued to decrease throughout the decade—Hawk (5.5%), Roberts (2.7%), Wing (1.6%)—until it is no longer a significant source.

4. *Highest Earned Degrees.* The trend for the decade is quite clear (Table 2). An increasing proportion of community college presidents has earned a doctoral degree. Both the Hawk and Roberts data showed that the highest earned degree of most presidents (51.9% and 52.8% respectively) was at the master's level; the corresponding doctoral percentages were 43.8 and 44.1. Data from the 1970 survey reveal a drastic shift in these proportions: 341 (68.5%) of the responding presidents had an earned doctorate and only 26.9%, approximately half the earlier percentage, had a highest earned degree at the master's level.

5. *Areas of Specialization for Highest Degrees Earned.* The data of Table 3 locate the great increase in doctoral degrees in education in general and higher education (including the community college) in particular. Of the 341 presidents reporting an earned doctorate in the 1970 survey, 55% have specialized in elementary, secondary, or general education, and 34% in higher education, including the community college. This latter figure no doubt reflects the development of such specialized university programs for community college administrators during the 1960s as those funded by the W. K. Kellogg Foundation.

Table 1

Previous Position Held by Incumbent President (with percentages by column)

Type of Position	Hawk(n = 145)	Roberts(n = 333)	Wing(n = 498)
JUNIOR COLLEGE PRESIDENCY	32(22.1)	32(9.6)	75(15.1)
JUNIOR COLLEGE STAFF	39(26.9)	130(39.0)	221(44.3)
Second Level Administrator	–	89(26.7)	151(30.3)
Vice President	–	–	27(5.4)
Assistant to President	–	–	12(2.4)
Instructional Dean	–	–	112(22.5)
Other Administrator	–	41(12.3)	66(13.2)
Other Dean	–	–	43(8.6)
Other Administrator	–	–	23(4.6)
Faculty	–	–	4(0.8)
FOUR-YEAR COLLEGE	22(15.2)	29(8.8)	70(14.0)
Chief Administrator	–	3(0.9)	7(1.4)
Other 4-yr College Administrator	–	26(7.9)	42(8.4)
Dean	–	–	18(3.6)
Department Chairman	–	–	6(1.2)
Other Administrator	–	–	18(3.6)
Faculty	–	–	21(4.2)
PUBLIC SCHOOL ADMINISTRATOR	35(24.1)	74(22.2)	69(13.8)
Superintendent	–	32(9.6)	29(5.8)
Other Administrator	–	42(12.6)	40(8.0)
Principal	–	–	14(2.8)
Other Administrator	–	–	26(5.2)
PUBLIC SCHOOL TEACHER	–	–	4(0.8)
OTHER EDUCATION ADMINISTRATOR	–	15(4.5)	34(6.8)
State Board or Department	–	–	32(6.4)
Education Association	–	–	2(0.4)
GRADUATE STUDIES	–	3(0.9)	4(0.8)
GOVERNMENT OR FOUNDATION	9(6.2)	–	–
POSITION OUTSIDE EDUCATION	8(5.5)	9(2.7)	8(1.6)
Private Business	1(0.7)	–	7(1.4)
Government (civil service)	–	–	0(0.0)
Military	–	–	0(0.0)
Professional (including Ministry)	7(4.8)	–	1(0.2)
TEACHER ELEM/SEC/COLL	–	41(12.3)	29*(5.8)
NO RESPONSE	–	–	13(2.6)

*These are also shown as separate percentages under Junior College, Four-year college, and Public School.

Only a small proportion of the 1970 respondents have doctorates in humanities, social sciences, and natural sciences. Roberts' figures show a distinct reduction in these areas. The percentages in these fields for 1970 doctorate respondents are approaching extinction. This, again, represents a pronounced reversal of a trend identified by Hawk:

> Since one-half of the junior college presidents majored in academic areas and nearly one-half of the doctors appointed in the last five years have the Ph.D. degree rather than advanced professional degrees, the trend seems to be that future administrators will have stronger liberal arts preparation as well as the necessary preparation in professional education [4:344].

Table 2

Highest Earned Degree of Incumbent Presidents (with percentages by column)

Degree	Hawk (n = 162)	Roberts (n = 333)	Wing (n = 498)
Baccalaureate	7(4.3)	10(3.1)	6(1.2)
Master's	84(51.9)	176(52.8	134(26.9)
Education Specialist	–	–	13(2.6)
Doctorate	71(43.8)	147(44.1)	341(68.5)
No Response	–	–	4(0.8)

In the 1970 survey this is far from the case, even at the master's level, where 336 (67.4%) have specialized in education.

A significant point, in view of increasing applied science and technology in the comprehensive community college, is the small proportion of presidents who have specialized in science, either natural or applied: at the master's level, it is 6.6% and 3.4% respectively, and at the doctoral level, it approaches zero—1.6% and 1.2% respectively.

6. *Type of Position Taken by Predecessor.* From Hawk's data of 1960, it can be concluded that, for more than one third (34.4%) of the predecessors in the sample, the position of community college president was a terminal one: 41 (27.1%) retired and 11 (7.3%) died in office. The data of the 1970-71 survey reduce this proportion to 25.5% (19.6% retired, 5.9% died). This appreciably lower figure further substantiates that, toward the end of the decade, presidents did not stay in office as long as their forerunners

of the late 1950s and early 1960s. Data from the same sample of 333 presidents used by Roberts were tabulated by Schultz in a "reasons why presidencies became available" [10:13]. Equivalent categories for the 1970 data revealed no meaningful changes.

Table 3

Areas of Specialization for Highest Earned Degree of Incumbent Presidents
(with percentages by column)

Areas of Specialization	Hawk(n = 162)	Roberts(n = 333)	Wing(n = 498)	
			Master's	Doctorate
Education	80(49.4)	–	–	–
Education (without designation)	–	212(63.7)	–	–
Education (elem/sec/ general)	–	–	310(62.2)	187(37.6)
Higher Education (including J.C.)	–	28(8.4)	8(1.6)	116(23.3)
Vocational Education	–	–	18(3.6)	4(0.8)
Humanities & Social Sciences	51(31.5)	59(17.7)	76(15.2)	16(3.2)
Humanities	12(7.4)	–	48(9.6)	9(1.8)
Social Sciences	39(24.1)	–	28(5.6)	7(1.4)
Sciences	22(13.6)	30(9.0)	49(9.8)	12(2.4)
Natural	–	–	33(6.6)	8(1.6)
Applied	–	–	17(3.4)	6(1.2)
Business	–	4(1.2)	16(3.2)	4(0.8)
Other Professions	9(5.5)	–	–	–
No Master's Degree	–	–	13(2.6)	
No Doctorate	–	–	–	155(31.1)
No Response			7(0.8)	2(0.4)

SUMMARY

The gross comparisons of data collected by three independent researchers at three different times during the decade provide the following six-point outline of a changing profile.

1. A gradual trend has developed toward the appointment of older men to the position of chief executive but, at the same time, the "current" age appears to be decreasing, suggesting that presidents do not so often remain in the position until retirement age.

2. Currently, presidents have far fewer years of tenure than the samples reported by either Hawk or Roberts, probably because of the large number (73%) of them in the 1970 survey appointed in the years 1965 to 1970. However, the "tenure of predecessor" figures suggest that the incumbent presidents will never accumulate years of tenure as great as those reported by either Hawk or Roberts.

3. For the great majority (59.4%) of present-day presidents, their "last previous position" was in a community college. This is the culmination of a continual shift in the source of supply during the 1960s, such a constant shift that community college top administration can now be said to approach an "inbred" condition.

4. By the end of the 1960s, nearly seven of every ten (68.5%) public community college chief executives held an earned doctoral degree, indicating (as shown by the number of responses reporting progress towards a doctorate) that a doctoral degree has become a virtual prerequisite for the position.

5. As for his educational preparation, the public community college chief executive has become extensively professionalized. Of the 341 presidents in the 1970 sample reporting an earned doctorate, only 34 (10%) have specialized in a field other than education.

6. An analysis of the data on the "type of position taken by predecessor after leaving junior college" revealed that the percentage of respondents in every category reported by Hawk (except of those who "accepted another presidency" or "another junior college position") was reduced in the 1970 data.

PERCEPTIONS OF THE PUBLIC COMMUNITY COLLEGE CHIEF EXECUTIVE

It has always been an interesting question why a particular incumbent was appointed to the position of college president. No doubt, for particular colleges at particular times, definite attempts have been made to appoint a particular kind of individual for a specific purpose. In general, however, it must be concluded that most presidents were appointed because of their previous education administration experience. This

is indeed the characteristic that the incumbent presidents themselves identify as the main reason for their selection.

Why the Present Incumbent Was Selected. The 1970-71 survey questionnaire asked presidents to rank in order what, in their opinion, were the three major reasons for their being selected by the college board for the position they currently held (Table 4). The great majority (70%) gave first-order ranking to "Previous education administration experience," 32% indicating that this experience had been in the college district (insider) and 38% that it had been gained elsewhere (outsider).

A distant second in the ranking (10%) was "Advocating a particular college philosophy." This suggests that the present-day presidents consider themselves to have been selected predominantly for their administrative abilities rather than for any other characteristic. In view of all that has been written concerning both the uniqueness of the comprehensive community college as an educational force and the need for innovation and leadership, it is not at all certain that the comprehensive community college philosophy will be fulfilled by a selective policy that apparently places more of a premium on education administration ability than on the educational philosophy of its presidential candidate.

This conclusion is further reinforced by the very low ranking for "Professional reputation" (6%) and by most of them (59%) not putting "Advocating a particular community college philosophy" in first-, second-, or third-order ranking.

A possible, if unlikely, alternative explanation for this dismissal of "Advocating a particular comprehensive community college philosophy" as an important reason for being selected, may be that incumbent presidents consider this philosophy to be common to all candidates and therefore no longer a factor of differentiation for college boards in making appointments.

Why the Present Incumbent Accepted. When asked to rank the reasons they accepted their present appointments, more than half the presidents (56.4%) gave first-order ranking to "Educational challenge" (Table 5). In an earlier study (using 1966 data) by Morgan [8], 39% of 321 presidents answered the question "What is your principal motivation for staying on as president?" with "challenge."

Most incumbent presidents are apparently not greatly influenced by monetary rewards—63.3% disclaimed salary as one of their three reasons for accepting their present position. Similarly, only 13% of the presidents in Morgan's sample indicated that they were motivated to stay in the presidency because of "reward."

Table 4

Incumbent President's Opinion of Reasons He Was Selected for His Present Position
(with percentages by rows)

Reason for being selected	Frequency of Ranking			
	1st	2nd	3rd	Not ranked 1, 2, or 3
Professional reputation in education (publications, etc.)	32(6.4)	57(11.4)	43(8.6)	366(73.5)
Previous education administration experience in the district	160(32.1)	34(6.8)	16(3.2)	288(57.8)
Previous education administration experience elsewhere	187(37.6)	89(17.9)	26(5.2)	196(39.4)
Advocating a particular community college philosophy	49(9.8)	90(18.1)	67(13.5)	292(58.6)
Personal influence/contacts of university professor/advisor	3(0.6)	7(1.4)	12(2.4)	476(95.6)
Personal influence/contacts of others in field, presidents, state directors	11(2.2)	30(6.0)	36(7.2)	421(84.5)
Personal acquaintance with influential persons in the district	14(2.8)	34(6.8)	41(8.2)	409(82.1)
Degrees held	5(1.0)	36(7.2)	51(10.2)	406(81.5)
Personality characteristics	15(3.0)	79(15.9)	118(23.7)	286(57.4)
Other	22(4.4)	13(2.6)	32(6.4)	431(86.5)
No Response	–	29(5.8)	56(11.2)	–

Further complementing the low ranking of "Advocating a particular community college philosophy" in reasons for being selected were the 327 (65.7%) presidents not ranking "Expressed philosophy of the college board" as a first-, second-, or third-ranked reason for their accepting. The apparent lack of importance given by the individual candidates to the college board's philosophy is perhaps unexpected in a field of education as recent and dynamic as the comprehensive community college. A possible explanation of the lack of regard shown this item, however unlikely, might be that current community college presidents consider the holding of a particular community college philosophy assumed, in fact, common to all candidates, and hence not a characteristic of significant differentiation in the selection process.

Table 5

Incumbent President's Reasons for Accepting His Present Position
(with percentages by rows)

Reason for accepting	Frequency of ranking			
	1st	2nd	3rd	Not ranked 1, 2, or 3
Upward mobility	97(19.5)	109(21.9)	77(15.5)	215(43.2)
Salary	11(2.2)	45(9.0)	127(25.5)	315(63.3)
Educational challenge	281(56.4)	115(23.1)	39(7.8)	63(12.7)
Geographic location	18(3.6)	62(12.4)	74(14.9)	344(69.1)
Geographic climate	1(0.2)	10(2.0)	16(3.2)	471(94.6)
Dissatisfaction with previous position	23(4.6)	13(2.6)	29(5.8)	433(86.9)
Expressed philosophy of the college board	35(7.0)	84(16.9)	52(10.4)	327(65.7)
Other	29(5.8)	33(6.6)	32(6.4)	404(81.1)
No response	3(0.6)	27(5.4)	52(10.4)	–

Positions the Present Incumbents Aspired to. By a relatively small margin, the majority (57.2%) of the responding presidents indicated that they did not aspire to any other position either in the near or distant future. This result supports Morgan's conclusion that "it would appear that presidents do not really want to leave their position" [8:50]. In the 1970-71 sample, however, more than four of every ten presidents (42.2%) indicated that they aspired to another position, which suggests that, in the winter of 1970-71 at least, mobility was very much a concern of the incumbent presidents.

The positions aspired to by 210 presidents are detailed in Table 6. As many presidents indicated that they aspired to more than one kind of position, the data of the table give the frequency with which each type of position was checked.

Half the respondents to this question (50.9%) aspired to another community college presidency, usually a larger one (46.5%).* Of the total sample (498), 97 (19.5%) responding presidents aspired to a "Larger community college presidency," a figure identical with

*In the table, while the categories of "larger" and "smaller" community college are not exclusive, it can be safely assumed that the same individual did not aspire to both kinds of position.

the number of presidents indicating that "Upward mobility" was a first-ranked reason for accepting their present position (Table 5).

Table 6

Positions Aspired to by Incumbent Presidents

Position	Number of times indicated*	% of 210	% of 498
Larger community college presidency	97	46.1	19.5
Smaller community college presidency	10	4.8	2.0
University/four-year college presidency	38	18.1	7.6
University/four-year college deanship	5	2.3	1.0
University/four-year college professorship	54	25.7	10.8
State director of community colleges	23	10.9	4.6
Community college teacher	7	3.3	1.4
Public school superintendent	3	1.4	0.6
Non-education position	7	3.3	1.4
Other	45	21.4	9.0

University professorships were clearly attractive to community college presidents. A quarter (25.7%) of those who aspire to another position wanted this position; on the other hand, only a low seven (1.4% of the total sample) aspired to community college teaching. This latter fact, together with the previous noted lack of importance attached to philosophy, suggests that many community college presidents are not entirely true to their calling.

Although 42.2% of the presidents reported that they aspired to another position, only 77 (15.5%) indicated that they had actually applied for one during their present tenure. The majority of them (60%), however, said that they had been offered another position during their current tenure, usually at another community college. This clearly suggests that a considerable degree of competition exists between institutions for the existing pool of experienced community college administrators and further reinforces the incumbent presidents' perception that "Previous education administrative experience" was paramount among the reasons for their selection (Table 4).

* Categories are not exclusive. Therefore responses do not total 210.

What Incumbent Presidents Considered the Ideal Preparatory Sequence of Positions Prior to Becoming President. To establish one indicator for would-be or future community college presidents, the incumbent presidents were asked to indicate what, in their opinion, constituted the ideal sequence of the three previous positions held before accepting a first presidency. The responses to this question are presented in Table 7. A first-ranked position represented their opinion of the position held immediately prior to becoming president.

Table 7

Incumbent President's Ranking (ideal sequence) of Three Positions to Have Been Held by a Prospective Community College President Prior to Accepting His First Presidency (1 representing the position immediately prior to presidency) (with percentages by rows)

Position	Frequency of Ranking			
	1	2	3	Not ranked 1, 2, or 3
Public school administrator	55(11.0)	62(12.4)	78(15.7)	303(60.8)
Community college teacher	42(8.4)	187(37.6)	101(20.3)	168(33.7)
Community college dean	329(66.1)	87(17.5)	30(6.0)	52(10.4)
University/4-yr. college teacher	6(1.2)	18(3.6)	20(4.0)	454(91.2)
University/4-yr. college administrator	12(2.4)	28(5.6)	24(4.8)	434(87.1)
State-level administrator other than community college	4(0.8)	8(1.6)	10(2.0)	476(95.6)
State-level community college administrator	10(2.0)	23(4.6)	27(5.4)	438(88.0)
Experience in business/industry	11(2.2)	24(4.8)	92(18.5)	371(74.5)
Experience in military	1(0.2)	5(1.0)	7(1.4)	485(97.4)
Other	19(3.8)	33(6.6)	34(6.8)	412(82.7)
No response	9(1.8)	24(4.8)	75(15.1)	–

The majority of respondents (329 or 66.1%) ranked "Community college dean" first; only 52 (10.4%) did not include this position in their ideal sequence. Furthermore, when asked if they preferred a particular deanship, 198 (39%) indicated a preference for the position of "Dean of instruction" (Table 8). Since 59.4% (see Table 1) of the respondents had themselves held a "last previous position" in a community college, this result was not unexpected.

Approximately one-third (33.7%) of the responding presidents apparently did not consider "Community college teacher" an important experience (preparation) for a community college president.

An anti-university or anti-four-year college teaching or administration origin was clearly expressed in the 91.2 and 87.1% respectively of the responding presidents who did not include these two positions in their sequence.

Table 8

Deanship Preferred by Incumbent Presidents
in Their Ideal Sequence of Positions

Deanship	Frequency	Percentage
Dean of instruction (academic or vocational)	198	(39.0)
Dean of student services	16	(3.2)
Other deans	10	(2.0)
No response	278	(55.8)

A rather surprising result, in view of the increasingly comprehensive and applied character of the community college philosophy, was the 371 (74.5%) respondents who did not include experience in business or industry in their sequence. This result was, however, congruent with the background of most of the responding presidents and the increased "professionalization" of the position shown elsewhere in this study.

SUMMARY

The data from this section of the 1970 questionnaire supported the following conclusions:

1. Responding community college presidents considered that "Educational administrative experience" had been most important in their being selected for their present position. At the same time, the majority (58.6%) did not consider that "Advocating a particular community college philosophy" had been an important reason for their selection.

2. "Educational challenge" was the foremost reason for accepting their present position: 56.4% gave this first-order ranking and only 12.7% did not include it in their three reasons.

3. Most responding presidents (57.2%) did not aspire to another position in either the near or distant future. Of those who did so, half looked toward another community college presidency, a quarter to a university or four-year college professorship, and only about 3% aspired to community college teaching.

4. Two-thirds (66.1%) of the responding presidents considered a community college deanship the best immediate precursor to the presidency, and only 10% did not include it in their ideal sequence. University or four-year college teaching or administration experience was not considered an important previous experience for a community college president. Experience in business or industry did not rate high in the ideal preparation of a community college president.

SUMMARY DESCRIPTION OF THE 1970-71 CHIEF ADMINISTRATOR

This section presents a summary profile of the 1970 public community college chief administrator under four* headings of the *National Career Study of Community College Presidents* questionnaire. Majority percentages, frequency counts, and summary statistics were used to identify, wherever possible, the dominant trait for each chief administrator characteristic.

1. *Biographical Background.* The incumbent of the position of public community college chief administrator in 1970:

was male,** white,*** between 41 and 55 years old, and married;**** had lived more than half his school years (age 6-18) in one town of less than 25,000 population (33% had lived in a town of less than 2500); and had a father who was either a farmer, a professional, or the proprietor of a small business.

2. *Institutional Characteristics.* The majority of the respondents were chief administrators representing colleges that:

were single-campus colleges or districts; were established in or since 1966; were governed by local independent boards (48%); paid the chief administrator an annual contract salary of $21,000 to $30,000.

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*Data from Sections III and V of the questionnaire were merged.

**The respondents to the 1970 questionnaire included only four females.

***The responses to the 1970 questionnaire contained only twelve individuals who indicated that their predominant ethnic background was other than "white."

****Only eight respondents said they were single.

3. *The Chief Administrator's Career and Mobility.* Most of the chief administrators in the 1970 sample:
   were appointed to the presidency from a community college position without their wives being interviewed; were often (39%) solicited by the college board or presidential search committee; had not applied for another position during their current presidency; did not aspire to another position in either the near or distant future, but had been offered other positions during their present tenure; considered that they were selected because of their "education administrative experience"; accepted their position because of the "educational challenge"; and considered the position of community college dean to be the ideal precursor to becoming president.

4. *Formal Education.* The 1970 chief administrator had:
   an earned doctoral degree specializing in education, with a major in either public school or higher education (including community college) administration and had probably (49%) participated in an activity funded by the W. K. Kellogg Foundation.

CONCLUSION

During the decade of the 1960s, approximately 400 new public two-year colleges were created and enrollments rocketed from a 1959 figure of a little over half a million to over two million in 1969. In the context of this explosion, the hope and expectation (inherent in the community college philosophy of continuing education) that a new form of educational enterprise would emerge seemed justified. That a form of education radically different from previously existing ones did not emerge is clearly shown in the growing volume of critical commentary on the junior/community college [1; 2; 3; 5; 6; 7; 9].

The inability of the public two-year college to change the traditional format of education markedly can be attributed to several possible causes, but the foremost must undoubtedly lie in the minds of the individual selected to staff the institutions, beginning with the administrators, frequently appointed with an appreciable lead-time, and continuing through the individual instructors, teachers, and counselors.

Midway through the decade of the 1960s, Schultz suggested that " . . . something of a 'new breed' is appearing in the American junior college presidency" [11:12]. The "new breed", however, does not appear to have created a new educational form, but may indeed be viewed as the product of an intense in-breeding of old stock. The position of the junior college president has been extensively professionalized in an extremely short time, as demonstrated by the responses to "previous position held," "highest

earned degree," and "areas of specialization for highest earned degree." In the 1970-71 sample, 341 (68.5%) of the presidents held a doctoral degree. At the beginning of the decade and in 1964, the corresponding percentage was approximately 44.

More important to the present discussion, however, is not the level of degree, but the area of specialization. The proportion of presidents holding a doctoral degree almost doubled and is exclusively from one area—professional schools of education. Of further significance is the high proportion (37.6% at the doctoral level, 62.2% at the master's level) of presidents with degrees in elementary, secondary, or general education. Furthermore, of the 1970-71 sample, less than 10% at the master's level and only 2% at the doctoral level held a degree in science. Schultz's conclusion in mid-decade that " . . . they possess a higher degree of educational attainment" [11:12] may be valid for the level of degree, but the concomitant implication that large numbers of doctoral degrees from traditional schools of education are beneficial to the growth of a new form of educational endeavor cannot be accepted without question.

This questioning receives further validity from the 1970-71 data. Most responding presidents (70%) considered that the prime reason for their being selected was their "Previous education administration experience." At the same time, less than 10% felt that "Advocating a particular community college philosophy" was a prime factor in their being selected; the majority (59%) did not give this characteristic any weight at all. The combination of degrees in standard forms of education with "Previous education administrative experience" and the absence of "Advocating a particular community college philosophy" may very well amount to a professionalization of the junior college along standard traditional line—the "new breed" may, in fact, be no more than the "old breed" in disguise.

It has been repeatedly stated that the position of president is all-important in determining the nature and future of a given college. (In reality, isolated from the rest of the administrators and faculty, it probably is not, except at the time of the college's initial establishment.) If such is the case and if the characteristics examined in this study are any measure of the man (it being acknowledged that they may indeed be no more than labels attached to a very "different" kind of individual), one would hope to see a trend toward variation rather than uniformity in the experience and the educational characteristics of those appointed to the position of junior/community college president. A continuation of the professionalization and self-perpetuation revealed in this study will lead to an increasing degree of institutionalization that does not bode well for the future growth of the junior/community college toward a unique educational form aimed at the appropriate development of each and every member of the community not already served by a traditional form of education.

If a community, via its college board, can identify the form of educational endeavor needed, the individual appointed to the position of chief administrator must be selected because of a declared philosophy and an individual value system rather than because of some previous experience of administering a traditional educational institution. On the other hand, if a community or college board desires a traditional form of "college," it can probably do no better than to select an individual already steeped in that tradition, who holds tight to its values, and who will himself select and promote a faculty with similar characteristics.

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